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When mountains or rivers are used as boundaries, what frequently results? (See boundary dispute between Costa Rica and Nicaragua.)

3. What changes are likely to occur in the near future in the boundaries of the political divisions of North America?

4. Why does the republican form of government prevail in North America?

5. Is the possession of islands a strength or weakness to the United States? Why?

6. What are the sources of wealth of Canada, United States, Mexico, Central America? (a) Which nation occupies the best position in North America? (b) Why?

7. What are the leading exports and imports of each country?

8. What is our commercial relation with each country? How could our relations be improved?

9. What will be the probable influence of opening the Panama or Nicaragua canal?

#### II. Distribution of cities.

1. What influences location and growth of cities?

2. Locate and describe principal character-

istics of the capital cities. (a) Are they well situated? (b) Why?

3. Locate and describe principal characteristics of the leading commercial cities. Why have they developed?

4. Locate and describe principal characteristics of leading mining cities. What determines their life?

5. Where are future great cities liable to develop in North America?

6. Why is New York the metropolis of North America? Will it maintain its supremacy?

**References:** Mill, *International Geography*; *Compendium of North America*; Reclus, *Earth and Its Inhabitants*; Shaler, *The United States of America*.

**Art Expression:** 1. Model in sand or clay the relief map of North America.

2. Draw on paper large relief map of North America showing political divisions.

3. Draw in color scenes showing typical industrial interest.

4. Write a plan for teaching some part of the geography of North America, adapting it to the Fifth Grade.

## Primitive Social Conditions

Emily J. Rice

The prevailing tendency in the teaching of history is to place emphasis chiefly upon its political and governmental features. Perhaps two reasons for this may be discovered. In the first place, the last century saw a great struggle for individual freedom and for equality of political rights. It was only at the end of the century that these notions began to give way to that of social obligation. In the second place, the subject of history has not been introduced into the curriculum until the pupils were old enough to warrant their interest in political institutions.

As public interest in social needs grows deeper, the historic significance of the industrial and economic phases of history is better understood. We learn that economic conditions underlie political institutions,

and must be taken into account in their development.

The attempt to give the children an appreciation of their social environment shows also that industrial history may be made useful for almost the youngest children in the schools. They may learn that the implements and machinery seen daily in use have been worked out slowly by the necessities of the race. They feel the possibilities of their own work as they see it illuminated by the patient efforts of past workers.

In order to find the beginnings of industrial history, we must go back to a time when man depended directly upon nature. In the early life of the race, all the arts were in simple forms and grew out of very evident necessities. Primitive man was



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obliged to provide himself with food, clothing, and shelter, and in order to do this he solved problem after problem which nature presented to him. The solution of one problem helped toward the next, and thus, slowly and gradually, the arts of civilization developed.

If the hand-work of the school gives the children an opportunity for cooking, sewing, and building, these occupations furnish a basis for the study of historic industries. History shows the children the value of their work, makes them partakers in the movement of progress.

The earliest historic conditions to present are those in which man subsisted upon natural food, and had no supply stored up for future use. The getting of food, no doubt, occupied the largest share of attention for thousands of years. People must have spent most of their time in procuring their precarious supply of roots and berries, or even of animals. They remained in one place only until these were exhausted, and then wandered about the forests in search of more. Consequently, their shelter was of the poorest sort, in such places as nature supplied, as trees and caves, or in rude huts of their own construction.

They needed tools to help them in hunting and fishing, and this need led to the shaping of stones, and finally to that remarkable assistance, the bow and arrow. From the skins of the animals which they procured for food, they made their clothing. They lived in clan groups, often hundreds of people in one house.

This phase of life is represented by the Cave Men and the American Indians. *The Story of Ab*, by Stanley Waterloo, and *Hia-watha*, by Longfellow, are good literary representations of the period.

The conditions of life should be presented by the teacher through story-telling and drawing; for instance, the forest environment and the animals of that early time.



WORK OF PUPIL IN SECOND GRADE

The children may suggest what people can do for food, tools, fire, houses, furniture, and clothing. They may also reproduce these arts as far as appears to the teacher consistent with the social value of the articles to be constructed.

The next phase of life to present is that of the shepherd. This involves the taming of animals and a permanent supply of food. The use of artificial food is so important that people who have learned to gain subsistence by it can no longer be called savages, but deserve the name barbarians.

When they stored up food by use of flocks and herds, they still roved about to find food for these animals, but remained longer in one place than before. Their environment was the great plains rather than the forests. Getting their food did not now occupy all of their time, and other occupations developed. They learned to spin and to weave, and to make better tools than before. They lived in tents. They protected life instead of destroying it, and thus became more gentle in character, more thoughtful of human life. They watched the growth of vegetation for their flocks, and noticed the signs of the heavens. Flocks and herds were the property of the



WORK OF PUPIL IN SECOND GRADE

tribes, and the patriarchal family was their social organization.

Shepherd life led gradually to agriculture. Finding a river valley where the soil was so fertile as to tempt them to remain, and where there were mountains, deserts, or seas to protect them from invasion of hostile tribes, they became tillers of the soil. This meant settled homes, permanent houses, perhaps of brick or stone, and therefore the beginnings of architecture, metal tools, division of labor, individual ownership of land, the breaking up of the patriarchal family into the village community, the beginnings of com-

merce, and finally the development of city life.

The above is an outline of the primitive social conditions that may be presented to children. It will be observed by reference to the October number of the *COURSE OF STUDY* that the first year's work in our own school is a study of the industries of to-day, with very little attempt to give the history of these industries. Our experience is that the children seven or eight years of age are able to follow improvements in invention, and to trace to some extent the effect of each new invention on the power of man to think and to act. The accompanying illustrations are reproductions of casts made by the Second Grade children in connection with this study, while the frontispiece gives a view of the class weaving.

**Pedagogic School:** The Pedagogic School is now studying primitive social conditions, with especial emphasis upon American history, and the effect of the geography of North America upon its aboriginal inhabitants. For details of plan, see outlines of Second Grade work by Miss Hollister and Mrs. Atwood in previous numbers of the *COURSE OF STUDY*, and the Fifth Grade outline by Miss Mitchell in the February number.

## A Study of Play

Bertha Payne

The answers given by the Pedagogic Class to the questions in a previous number of the *COURSE OF STUDY*, under the heading "Reminiscences," have been partially collated, and the first seventeen answers to the question, "What were your favorite playthings before the age of seven years?" are presented here as being suggestive:

1. "I do not remember anything definite of my games and playthings before the age of

seven. I do remember that I liked blocks and books, dishes and clay."

2. "Balls, dissected blocks, swing, dolls (only when I was quite little), paper cutting."

3. "My younger sister and I were much together, and always played with dolls. We felt that they were real persons, and made them imitate persons of our acquaintance. I learned to sew for my dolls, and by degrees to sew for myself."

4. "I never cared for playthings. I do not remember any that I had except a doll. The